DOCUMENT RESUME

ED 291 799 TM 011 102

AUTHOR Minix, Nancy; And Others
TITLE Development and Use of a Goal Setting/Attainment Process Designed To Measure a Teacher's Ability To Engage in Professional Growth and Leadership Initiatives.
PUB DATE Nov 87
NOTE 56p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Portions of appendices contain marginally legible print.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Ladders; Elementary Secondary Education; Evaluation Methods; *Goal Orientation; Job Performance; Leadership; Personnel Evaluation; *Professional Development; Teacher Attitudes; Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS *Kentucky Career Ladder Plan

ABSTRACT

The process used to evaluate progress in identifying the goals to be used in evaluating teacher performance under the Kentucky Career Ladder Program is described. The process pertains to two areas of teacher development: (1) professional growth and development, and (2) professional leadership and initiative. A total of 1,650 individuals were asked for input during the development and evaluation process. Standard psychometric item selection and rating techniques were used to develop an instrument, which was field tested with 337 teachers. Teachers established a set of goals and activities in the areas to be completed in two years, with evaluation at the end of the first year. It was judged that 86.9% of the participants made adequate progress the first year. The instrument and process enabled principals and teachers to identify goals and activities to meet the goals and to undertake goal setting and attainment contracts. Appendices contain the developed goals and contract summaries, with scoring procedures. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291799

Development and Use of a Goal Setting/Attainment Process Designed to Measure a Teacher's Ability to Engage in Professional Growth and Leadership Initiatives

Nancy Minix, Carl Martray, and Jack Neel

Running Head: GOAL SETTING/ATTAINMENT PROCESS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NANCY MINIX

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the 1987 Annual Meeting of the Mid-South Educational Research Association

TM011102

BEST COPY AVAILABLE

WKU—Printing paid from state funds, KRS 57.375.

Development and Use of a Goal Setting/Attainment Process Designed to Measure a Teacher's Ability to Engage in Professional Growth and Leadership Initiatives

Nancy A. Minix, Carl R. Martray, and H. Jack Neel

Western Kentucky University

In an attempt to overcome the negative effects reflected by perceived lack of opportunity for professional growth and development in the public school setting (Jenkins, 1983), the Governor of the Commonwealth of Kentucky appointed a committee to explore the development of a Career Ladder Plan which would not only reward outstanding teachers and upgrade teacher performance in needed areas, but would also incorporate elements directly pertaining to professional growth and leadership.

The Report of the Kentucky Career Ladder Committee submitted on July 1, 1985, specified four factors to be included in the evaluation process for career advancement: Instructional Performance, Professional Growth and Development, Professional Leadership/Initiative, and Student Achievement. The focus of this paper is on the development of the evaluation process, as well as lessons learned, for the specific areas of Professional Growth and Development and Professional Leadership/Initiative.

The Career Ladder Committee determined that

evaluation of a teacher's performance in the areas of professional growth and development and professional leadership/initiative should be based on that teacher's performance in some sort of goal setting/goal attainment process. This process was to be determined during the developmental and pilot phases of the Career Ladder. Further, it was determined that goals to be included in the process should be jointly selected by the teacher and his/her principal and should contribute to school improvement, instructional improvement of the teacher, and/or other assigned responsibilities. The Career Ladder Program indicated two levels (Steps Three and Four) in which these categories were to contribute to the teacher's total evaluation.

The literature pertaining to professional growth and development and professional leadership and the inclusion of these variables in existing career ladder programs was reviewed. Little (1982) identified particular "critical practices" or teacher behaviors which tended to contribute to school success. These critical practices included professional development activities, as well as leadership behaviors exhibited by experienced teachers. The importance of professional development and leadership behaviors was also substantiated in studies by Rosenholtz and Smylie (1984), Fenstemacher (1982), and the U.S. Department of Education (1986). Furthermore, a survey of various

current career ladder programs and those in process of being instituted as well as other incentive plans (e.g., the Charlotte-Mecklenburg, North Carolina Career Development Program, 1984) indicated that almost all plans included some sort of professional development and/or leadership component. However, the Kentucky Career Ladder Program differs from many of the other programs in that it attempts to quantify the goals and activities selected as part of the process. This paper describes the process used to test the goal set instrumentation that was developed for purposes of evaluation of progress in these areas.

Goal Setting Rationale

The establishment of goals toward which an individual can work promotes higher levels of performance. Goal setting is most effective when careful guidelines for determining performance effort are established beforehand. In addition, goals are more effective when the following conditions are met: First, the individual must be aware of the goal and know what must be accomplished in order to achieve that goal. Second, the individual must accept the goal as something worth working toward. Third, the goal should be specific, and fourth, feedback must be provided reflecting whether or not the behavior was on target. Empirical evidence consistently indicates that specific, challenging goals produce better performance than no

goals, easy goals, or very general goals (Locke, Shaw, Saari, and Latham, 1981).

The Kentucky Career Ladder Commission perceived encouraging teachers to pursue professional development and professional leadership as important. The literature reviewed indicated that when teachers failed to pursue goals, they often became disillusioned and left the teaching profession. Teachers who attempted to attain professional development and accepted leadership positions in the process became more effective teachers and their students benefited from their expertise. Examples of activities which contributed to professional growth and development were identified in the literature. Numerous states have recognized the importance of including professional development and professional leadership as parts of their incentive plans. In conclusion, an effective combination of relevant goals, specific activities designed to meet those goals, and a process for goal setting and attainment should enhance an educational career ladder program.

The Purpose

The purpose of this project was to develop and test a goal setting process for two areas of teacher development, professional growth and development, and professional leadership and/or initiative. In addition, the purpose included identifying exemplar activities

that could be undertaken to accomplish these goals. Professional growth and development was operationally defined as the ability and willingness to undertake self-improvement activities related to increasing one's professional knowledge and skills as demonstrated through performance on the job. Professional leadership and/or initiative was operationally defined as the ability and willingness to effectively use one's knowledge and skills through conducting or engaging in activities designed to facilitate the development of curricula, other professionals, and student and community programs.

Specifically, the final product was to include a process by which to judge goal setting and goal attainment that can be used by teachers and administrators to recognize and reward high quality teachers. Care was taken to ensure that sound psychometric practice was followed so the resulting instrument would be reliable and valid. For a description of the process employed see Minix, Martray, Erffmeyer, 1986.

Limitations

Three limitation factors affected the entire Pilot Project from the very beginning. First, the sample size, as dictated by Kentucky House Bill 6, was relatively small. Therefore, responses to questions of manageability of a state-wide program are based on the

best evidence available. Second, in the Pilot Project, there were no consequences for the participants resulting from the evaluation processes and all participating teachers received compensation for their participation. Third, and of most important concern for the Professional Growth and Development and Professional Leadership/Initiative goal set process, the Pilot Project operated for a period of less than one calender year. The initial evaluation process specified by the Kentucky Career Ladder Commission was a two-year cycle. Therefore, the one-year Pilot Project did not allow full testing of the two-year goal setting/goal attainment process.

Method

Population

The population, for validation purposes, was composed of random samples drawn from all Kentucky teachers and administrators. A total of 1650 individuals were asked for input during the development and validation process. A panel of teachers, administrators, and university faculty members was selected to serve as a steering committee for the development project.

The Professional Growth and Development and Professional Leadership/Initiative Goal Setting Instrument was field tested with 337 elementary and secondary teachers in 47 schools across Kentucky during

the 1986-87 school year. Seventy-seven administrators and 75 state observer/evaluators were trained and certified to use and evaluate the instruments for the Pilot Project. As a result, 337 goal sets were developed and assessed. At the end of the project, administrators and state observers made professional judgments about the effectivenss of the teachers they had observed. In addition, focus group interviews were conducted with participating teachers, principals, and state observers regarding their perceptions of the instruments and processes.

Procedure for Instrument Development

Identification and validation of an appropriate set of goals was arrived at by using standard psychometric item selection and rating techniques (Standards; AERA, APA, & NCME, 1985; Anastasi, 1976; Brown, 1976; Hambleton & Novick, 1973). Steps required for this type of goal development activity process and a description of the procedure implemented are outlined in a paper entitled "Development of a Goal Setting Process and Instrumentation for Teachers and principals" (Minix, et al., 1986).

Design of the instrument. A goal-setting instrument was developed for use by the principal and teachers with a set of instructions and recommendations. Goals were listed with their respective weights followed by the activities validated

under that goal. Because of teachers' initial reaction to the "numerical" weights, each of the activity weights was represented by "stars" on the instrument (see Appendix A). According to the guidelines set forth in the original Kentucky Career Ladder Plan, teachers were required to attain a designated number of points for each step undertaken. To obtain the full point value for an area, the teacher must select a set of goals for that area whose weights sum to 10. Participants were instructed to complete a minimum of four activity stars under each selected goal in order to receive the points for that goal. Each goal set is designed to encompass a two-year period of time. The instrument format contains a listing of all goals, for both professional areas, with their respective activities.

An instrument, entitled the Goal Set Contract Summary, was designed for clarity and ease in tallying and checking point accumulation. Separate instruments were developed for Professional Growth and Development and Professional Leadership and/or Initiative. In addition, an Activity Summary sheet was developed, and teachers were instructed to complete an Activity Summary sheet for each goal and attach that summary before presenting the completed goal set to the principal. Goal Set Contract Summaries and Activity Summary sheets are appended (see Appendix A).

Pre-pilot of the process and instrument. Simulations of principal/teacher goal setting conferences were conducted with four principals and four of their teachers in order to identify instrument and process shortcomings. Elementary, middle grades, high school, and special education teachers participated in the pre-pilot. The Professional Growth and Development--Professional Leadership and/or Initiative Goal Setting Process outline is located in Appendix B.

Refinement. Revisions were made based on recommendations from all surveys, the steering committee panel, and the pre-pilot. As a result of the initial training sessions an End of the First Year Progress Register was added to the goal set process. The resultant instrument is located in Appendix C.

State-wide pilot of the process and instrument. Training programs for the pilot principals were conducted during the Summer of 1986 in centralized locations. Training consisted of (a) an overview of the career ladder process, (b) an introduction to the goal setting instrument development process and the literature review, (c) an introduction to the goal setting instruments, process and forms, (d) a model for utilizing process objectives, and (e) training in conferencing skills. Each principal was required to pass a certification test with no less than a minimum score of 85%.

At the conclusion of the summer training sessions, principals were instructed to orient pilot teachers to the process and materials and to provide the necessary materials for goal selection. The teachers were asked to tentatively select a goal set and appropriate activities. After the goal set was reviewed by the principal, the principal and teacher were to meet and negotiate the goal set for submission to the superintendent for his/her approval. The teacher was to then carry out the goal set and/or negotiate revisions as circumstances developed. At the end of the first year an End of the First Year Progress Register (Appendix C) was completed, signed, and filed with the principal. At the conclusion of the pilot, the teacher and principal met and discussed goal attainment. The final requirement, as set forth in the original Career Ladder Plan, was the meeting of the teacher's three-member committee. The committee met and evaluated the product of the goal attainment effort and assigned points based on accomplishments. The three-member committee was comprised of the following: the teacher's principal; a state-paid, full-time evaluator; and a peer teacher. In addition, some teachers were evaluated by a second committee which did not include the teacher's principal.

During the Spring of 1987, training programs for the state observer/evaluators were conducted in

centralized locations. Training consisted of (a) the importance of goal setting in professional development, (b) an overview of the goal set/goal attainment instrument, (c) an explanation of the goal setting procedure and the goal set contract, (d) the procedure for scoring progress on the goal contract, and (e) the importance of group consensus in the decision making process. The state observer/evaluators were then required to evaluate Professional Growth and Development and Professional Leadership/Initiative goal sets at the end of the school year in which the Pilot Project took place. Evaluators judged goal sets according to progress toward attainment due to the one-year nature of the project. It was necessary to calculate progress toward attainment rather than full completion of the goal sets which were designed for a two-year implementation plan (see Appendix D for scoring system devised for this purpose). Forms utilized to summarize group consensus, the goal set review score sheet, and the goal set summary form are located in Appendix E.

Pilot project data. It should be noted that the Professional Growth and Development and Professional Leadership/Initiative goal set data from the Pilot Project provides research information about one component of an evaluation system and does not provide information about the feasibility of a total career ladder program. The Pilot Project data do suggest that

it may be possible to use the Professional Growth and Development and Professional Leadership/Initiative goal set information as a part in the development of a legally and professionally defensible evaluation program that can identify highly effective teachers. The data suggest that with one to two years of additional development and testing a defensible goal setting/goal attainment process could become a reality. In the Pilot Project it was possible to train administrator and state observers to use the instruments, collect reliable data, and make consistent ratings of the same teacher. The data from the goal setting instruments were useful and promising; however, the data were inadequate for testing the originally prescribed two-year goal setting process. A two-year process simply requires a two-year test. Overall, while more development and testing is needed to prepare the process for wide usage, the data indicated promise in serving the purpose for which the instruments were designed.

Goal set data. Teachers, with the assistance of their principals, established a set of goals and activities in the areas of Professional Growth and Development and Professional Leadership/Initiative. The frequency of choice for each goal and activity is summarized in Appendix F. In each case, the teachers were to establish a two-year goal set and to identify that portion of the set to be completed within the first

year At the end of the school year, the goal sets were reviewed by each teacher's evaluation team to determine whether each teacher had made adequate progress toward the completion of the goal sets.

At the end of the school year, 86.9% of the participating teachers were judged to have made adquate progress on the first year of their two-year goal sets. Almost all elementary (i.e., K-4) and special education teachers (about 94% and 92%, respectively) were judged to have made adequate progress while a majority of middle grade (i.e., 5-8) and high school (i.e., 9-12) teachers (about 87% and 76%, respectively) were judged to have made adequate progress.

As shown in Table I, many teachers opted to contract to complete more goals and/or activities than was necessary (i.e., 10 points was required for each goal set). For instance, 101 of the 337 participating teachers chose to contract for more than 10 points for the the Professional Growth and Development goal set while 171 of the 337 participating teachers contracted for more than 10 points for the Professional Leadership/Initiative goal set. Due to communication and/or administrative errors, one participating teacher contracted for less than 10 points for Professional Growth and Development while two teachers contracted for less than 10 points for Professional Leadership/Initiative.

Table 1

The number of Professional Growth and Development and Professional Leadership/Initiative goal set points for which teachers participating in the Pilot Project contracted

Growth and Development		Leadership/Initiative	
Points	Number	Points	Number
18	0	18	1
17	0	17	1
16	1	16	1
15	0	15	0
14	1	14	1
13	8	13	6
12	66	12	44
11	25	11	117
10	235	10	164
9	0	9	1
8	1	8	1

Of those participating teachers who were judged at the end of the school year to not be making adequate progress toward completion of their goal sets, 18 were judged to not be making adequate progress on the Professional Growth and Development goal set, 13 were judged to not be making adequate progress on the Professional Leadership/Initiative goal set, and 13 were judged to not be making adequate progress on both goal sets. The goal points for which these individuals had contracted in the Professional Growth and Development

area were significantly fewer on the average than those individuals who were judged to be making adequate progress (10.23 versus 10.61, $t = 2.46$, $p < .01$). In the Professional Leadership/Initiativea area, those teachers who were judged to not be making adequate progress had contracted, on the average, for fewer points than those teachers who were judged to be making adequate progress; the difference was not significant, however (10.66 versus 10.74, $t = .49$, $p < .01$). Contracting for too many points in either area does not appear to have been a factor contributing to the lack of goal attainment.

Focus group interviews. The focus group interview process was designed as a group interview technique used to collect information regarding the general impressions the participating teachers, administrators, and state observers had of the Pilot Project. These data were collected at the time (or shortly thereafter) the goal set reviews were conducted in each participating school district. While it is difficult to summarize these interviews, some of the general impressions, with regard to the Professional Growth and Development and Professional Leadership/Initiative goal set process, are included:

1. While the amount of additional work involved in being a participant surprised most teachers, they generally felt as though it had been a professionally

rewarding experience.

2. Overall, the administrators were positive about their participation in the Pilot Project.

3. Teachers said they chose goals and activities by: (a) choosing things they were already doing, (b) choosing things they had always wanted to do, but had not done for one reason or another, (c) choosing things just to accumulate the necessary star values and/or goal points, and, to some extent, (e) choosing things that were ultimately good for the students in their classrooms.

4. Many teachers did not understand how the lists of goals and activities had been initially generated or how the weights were attached to them.

5. The teachers suggested that the documentation required for particular goals/activities should be initially negotiated in conjunction with the goal set.

6. The state observers seemed to have had relatively little trouble conducting the goal set reviews other than encountering missing materials and/or inadequately documented goals and activities. The administrators did not report any problems other than not having enough time to review the materials.

Summary and Conclusions

Due to the importance of professional growth and development and professional leadership/initiative in enhancing instructional practices and maintaining

teachers within the profession, a systematic process for rewarding this type of growth is necessary. The need for consistency of reward in a state-wide career ladder type plan dictates a well-defined and well-organized procedure.

As a result of this study, goals and activities have been identified, validated, weighted, and field tested based on representative samples of Kentucky teachers and administrators. In addition, an instrument and a process has been developed to enable principals and teahers to identify relevant goals, select activities specifically designed to meet those goals, and undertake a goal setting/goal attainment contract.

References

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1985). Standards for educational and psychological tests. Washington, DC: American Psychological Association.

Anastasi, A. (1976). Psychological tests. New York, NY: McMillan.

Brown, F.G. (1976). Principles of educational and psychological testing. (2nd ed.) New York, NY: Holt, Rinehart, & Winston.

Charlotte-Mecklenburg Schools. (1984). Career development program. Charlotte, NC: Author.

Fenstemacher, W. P. (1982). The institutional research director: Professional development and career path. (ERIC Document Reproduction Service No. ED 221 143.)

Hambleton, R. K. & Novick, M.R. (1973). Toward an integration of theory and method for criterion referenced tests. Journal of Educational Measurement, 10, 159-170.

Jenkins, K. D. (1983). Towards professionalism. (ERIC Document Reproduction Service No. ED 248 576.)

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. American Educational Research Journal, 19, 325-340.

Kentucky Career Ladder Committee. (1985). Report of Kentucky Career Ladder Committee. Frankfort, KY: Author.

Locke, E. A., Shaw, K. N., Saari, L. M., & Latham, G. P. (1981). Goal setting and task performance: 1969-1980. Psychological Bulletin, 90, 125-152.

Minix, N., Martray, C., & Erffmeyer, E. (1986). Development of a Goal Setting Process and Instrumentation for Teacher and Principals. Paper presented at the annual MSERA meeting, Memphis, Tennessee, 1986.

Rosenholtz, S. J., & Smylie, M. A. (1984). Teacher compensation and career ladders. The Elementary School Journal, 85, 149-166.

U.S. Department of Education. (1986). What works: Research about teaching and learning. Washington, DC.

APPENDIX A

PROFESSIONAL GROWTH AND DEVELOPMENT

Professional Growth and Development is defined as: The ability and willingness to undertake self-improvement activities related to increasing one's professional knowledge and skills as demonstrated through performance on the job.

Teachers are required to attain ten (10) professional growth points for career ladder Step 3 and another ten (10) professional growth points for career ladder Step 4.

In order to receive credit for attaining a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are general considerations concerning goals and activities:

1. Activities were assigned stars based on a validation process identifying activities with specific goals. Therefore, transferring activities from one goal to another would invalidate the weighting of that activity and is not advised.
2. Additional activities that might be proposed should be incorporated only after a validation process similar to the one used for weighting the original goals is conducted by the Career Ladder Commission.
3. Partial fulfillment of any goal is not advised and would invalidate attainment of any meaningful goal set.

PROFESSIONAL GROWTH AND DEVELOPMENT GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO IMPROVE PERSONAL DIAGNOSIS AND EVALUATION SKILLS IN ORDER TO ASCERTAIN INSTRUCTIONAL LEVELS AND NEEDS OF LEARNERS (6 professional growth points)

****	1.	Develop specific tests to determine instructional levels and/or prerequisite needs of learners
****	2.	Take coursework in measurement and/or testing
**	3.	Attend workshops/seminars in measurement and/or testing
**	4.	Utilize published diagnostic materials, such as achievement tests, to analyze individual learner needs
*	5.	Read testing manuals and/or other published materials about testing
*	6.	Use informal methods, such as classroom observation, to assess individual learner needs

Goal B. TO ADAPT INSTRUCTIONAL TECHNIQUES TO THE DEMONSTRATED INSTRUCTIONAL NEEDS OF THE INDIVIDUAL STUDENT (6 professional growth points)

****	1.	Develop an individualized educational plan for specific students with differing needs
****	2.	Develop strategies for dealing with students displaying various behavioral characteristics
**	3.	Team teach a lesson for the benefit of a special group of students
**	4.	Utilize several teaching styles in the course of one lesson in order to reach students with different learning styles

Goal C. TO INCREASE UNDERSTANDINGS OF CURRENT CONCEPTS AND THEORIES AS THEY RELATE TO THE TEACHER'S SUBJECT AREA AND JOB ASSIGNMENT (4 professional growth points)

**** 1. Develop a position paper on new techniques used in the classroom
**** 2. Develop a catalog of new ideas on instructional techniques and their respective sources
*** 3. Develop lesson plans on new facets of one's subject area
* 4. Read professional literature from professional associations focusing on the teaching of specific subject areas

Goal D. TO IMPROVE CLASSROOM MANAGEMENT AND ORGANIZATIONAL SKILLS (4 professional growth points)

**** 1. Take advanced coursework in courses pertaining to classroom management/discipline
*** 2. Modify classroom management/discipline strategies to be consistent with current knowledge
*** 3. Incorporate management techniques into planning for classroom interactions and structure
* 4. Attend a training session on classroom management
* 5. Develop an awareness of recent literature on classroom management

Goal E. TO INCREASE INTERPERSONAL AND COMMUNICATION SKILLS (3 professional growth points)

*** 1. Gain an understanding of individual interpersonal styles of operation of students and other faculty members
** 2. Discuss literature pertaining to interpersonal communication skills with colleagues
** 3. Attend workshops, skill development seminars, etc. which focus upon the use of interpersonal skills
** 4. Review books, articles, etc. which pertain to interpersonal communication skills
* 5. Develop an increased understanding of one's own personal style of teaching and interacting with others

Goal F. TO INCREASE UNDERSTANDINGS OF DIFFERENT SOCIO-ECONOMIC, ETHNIC, AND CULTURAL GROUPS (3 professional growth points)

** 1. Participate in a training session on minority group
** 2. Invite guest speakers to the classroom who represent minority groups

GOAL G. TO PURSUE GRADUATE DEGREE(S) AND/OR RECEIVE COURSE CREDIT DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S ASSIGNMENT (3 professional growth points)

**** 1. Take content specific advanced coursework dealing with instructional techniques in the content/subject matter area
**** 2. Complete graduate level college coursework directly related to the current teaching assignment
** 3. Complete short courses offered by universities or certification groups
** 4. Complete undergraduate level college coursework directly related to the current teaching assignment

Goal H. TO ATTEND WORKSHOPS, SEMINARS, AND/OR PROFESSIONAL DEVELOPMENT ACTIVITIES DIRECTLY RELATED TO THE INDIVIDUAL TEACHER'S ASSIGNMENT (3 professional growth points)

***	1.	Actively participate in professional development activities related to the teaching professional
**	2.	Attend professional development activities related to the teaching assignment
**	3.	Audit a class related to one's assignment
**	4.	Complete short courses offered by universities or certification groups
*	5.	Participate in a training session related to the teacher's content area assignment
*	6.	Attend meetings of professional organizations related to one's assignment

Goal I. TO TRY NEW METHODS/APPROACHES IN THE CLASSROOM AND EVALUATE THEIR SUCCESS (2 professional growth points)

****	1.	Develop, implement, and evaluate a classroom instructional multi-media program
***	2.	Develop and implement a plan designed to evaluate the effectiveness of new methods
**	3.	Develop, implement, and evaluate a model lesson
**	4.	Develop a rationale for the use of new techniques in one's instruction
*	5.	Discuss with colleagues the results of a new method used in one's own classroom

Goal J. TO INCORPORATE KNOWLEDGE OF CURRENT EDUCATIONAL RESEARCH AND DEVELOPMENT INTO INSTRUCTIONAL PRACTICES BY USING IDEAS FROM PROFESSIONAL BOOKS, JOURNALS, AND/OR PROFESSIONAL ORGANIZATIONS (2 rofessional growth points)

****	1.	Develop a catalog of new ideas on instructional techniques and their respective sources
****	2.	Write a grant proposal for classroom modifications based on current professional literature
**	3.	Implement new instructional methodology based on new information
**	4.	Write and implement a model lesson plan
**	5.	Integrate new ideas from various sources into one's present instructional strategies
**	6.	Use materials from a current educational publication in developing and teaching a lesson
**	7.	Develop new lesson plans based on professional literature
**	8.	Develop lesson plans on new facets of one's teaching assignment

Goal K. TO DEVELOP, IMPLEMENT, AND VERBALIZE A PERSONAL EDUCATIONAL PHILOSOPHY CONSISTENT WITH CURRENT KNOWLEDGE (2 professional growth points)

****	1.	Develop a position paper on new techniques used in the classroom
**	2.	Develop, summarize, and discuss a professional belief/ philosophy in an interview
*	3.	Modify instructional strategies to better fit one's educational philosophy
*	4.	Develop a written analysis of one's personal beliefs or philosophy regarding the educational process
*	5.	Demonstrate how behavior in the classroom is consistent with stated educational philosophy

Goal L. TO SEEK AND UTILIZE COMMUNITY RESOURCES TO ENHANCE CLASSROOM INSTRUCTION (1 professional growth point)

****	1.	Develop a catalog of community resources to aid in instruction
****	2.	Write a proposal for obtaining civic support for a special project
***	3.	Participate in community organizations in order to enhance instruction
***	4.	Use various resources and describe how they enhanced instruction
*	5.	Invite classroom speakers for class presentations

GOAL SET CONTRACT SUMMARY

Professional Growth and Development

Career Ladder Step 3/4 (Circle one).

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

GOAL _____ . . . . . Professional Growth Points _____

ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
ACTIVITY _____ Activity Star Value _____
Total 4

Professional Growth and Development Total 10

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Contract's Beginning Date _____ Ending Date _____

Comments:

ACTIVITY SUMMARY SHEET for CATEGORY_____GOAL_____

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE

Professional Leadership and/or Initiative is defined as: The ability and willingness to effectively use one's knowledge and skills through conducting or engaging in activities designed to facilitate the development of curricula, other professionals, and student and community programs.

Teachers are required to attain ten (10) professional leadership points for career ladder Step 3 and another twenty (20) professional leadership points for career ladder Step 4.

In order to receive credit for attaining a goal, a teacher must complete a minimum of four (4) activity stars listed under that goal. The following are considerations concerning goals and activities:

1. Activities were assigned stars based on a validation process identifying activities with specific goals. Therefore, transferring activities from one goal to another would invalidate the weighting of that activity and is not advised.
2. Additional activities that might be proposed should be incorporated only after a validation process similar to the one used for weighting the original goals is conducted by the Career Ladder Commission.
3. Partial fulfillment of any goal is not advised and would invalidate attainment of any meaningful goal set.
4. Activities cannot be counted more than once.

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE GOALS, LEADERSHIP POINTS, ACTIVITIES, AND ACTIVITY STARS

Goal A. TO PROMOTE PARENT/COMMUNITY INTEREST IN THE SCHOOL (6 professional leadership points)

***	1.	Assume a leadership role in the school's parent/teacher organization
*	2.	Provide community speakers for classroom experience
*	3.	Participate in the parent/teacher organization

Goal B. TO CREATE MATERIALS OR PROGRAMS AND SHARE WITH PEERS AND/OR ADMINISTRATORS (5 professional leadership points)

****	1.	Develop a professional multi-media presentation
****	2.	Write a model curriculum
****	3.	Develop a resource booklet of materials to be shared with colleagues
****	4.	Develop a professional videotape presentation
****	5.	Develop and present problem solving strategies with peers
****	6.	Write a grant proposal
****	7.	Conduct a research project
****	8.	Write a professional article
****	9.	Write a professional book
****	10.	Write a proposal for change in the school

Goal C. TO CONDUCT WORKSHOPS OR TRAINING SESSIONS DESIGNED TO INCREASE KNOWLEDGE AND SKILLS OF OTHERS (4 professional leadership points)

**** 1. Present a workshop for another district
**** 2. Present a workshop for the State Department of Education
**** 3. Present a workshop at a state meeting
**** 4. Present a workshop at a national meeting
** 5. Develop and conduct a workshop and/or seminar for colleagues in one's own school
** 6. Present a workshop in one's school system

Goal D. TO TAKE AN ACTIVE ROLE IN THE IDENTIFICATION AND RESOLUTION OF INSTRUCTIONAL PROBLEMS AND OTHER SCHOOL-RELATED PROBLEMS (4 professional leadership points)

**** 1. Write a proposal for change in the school
** 2. Share problem solving strategies with peers
** 3. Serve as chairperson of a school problem solving committee
** 4. Serve on a school problem solving committee
** 5. Serve as an active member of a school-based committee
** 6. Serve as an active member of an accrediation committee in one's own school

Goal E. TO ASSIST IN ESTABLISHING SCHOOL GOALS AND TAKE AN ACTIVE ROLE IN ACHIEVING THEM (4 professional leadership points)

** 1. Serve as an active member of a school-based committee
** 2. Serve as chairperson of a committee to develop school goals
** 3. Serve as an active member of a committee to develop school goals

Goal F. TO INITIATE AND IMPLEMENT ACTIVITIES AND PROJECTS IN THE SCHOOL (3 professional leadership points)

**** 1. Conduct a research project
**** 2. Develop a grant proposal to provide additional school programs
*** 3. Direct school academic teams
** 4. Develop a proposal for extra school programs
** 5. Coordinate a school activity
** 6. Assist in directing school academic teams
* 7. Participate on special project committees

Goal G. TO WORK COOPERATIVELY WITH PEERS, ADMINISTRATORS, AND COMMUNITY MEMBERS IN PLANNING, AND IMPLEMENTING CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES (3 professional leadership points)

**** 1. Develop a grant project for extra school programs
**** 2. Develop a proposal for extra school programs
*** 3. Direct school academic teams
*** 4. Serve as chairperson of a curriculum development committee
** 5. Coordinate a school activity
** 6. Initiate a school activity
** 7. Coordinate extra-curricular student activities
** 8. Assist in directing school academic teams
* 9. Serve as an active member of a planning group for academic programs
* 10. Participate in a curriculum development committee

Goal H. TO PROVIDE A LEADERSHIP MODEL AND FOSTER PROFESSIONALISM THROUGH DEMONSTRATING/MODELING LEADERSHIP TECHNIQUES (3 professional leadership points)

****	1.	Write a model curriculum
****	2.	Present a workshop at a state meeting
**	3.	Assist in directing school academic teams
**	4.	Serve as an active member of a state committee
**	5.	Serve as an active member of a professional organization at the local level

Goal I. TO EFFECTIVELY SERVE IN A LEADERSHIP POSITION IN THE SCHOOL, DISTRICT, AND/OR PROFESSIONAL ORGANIZATION (2 professional leadership points)

****	1.	Serve as chairperson or member of a state committee
****	2.	Serve as officer of a professional organization at the state/regional level
****	3.	Serve as chairperson of an accreditation team in another school
***	4.	Assume a leadership role in a professional organization
***	5.	Serve as an active member of an accreditation team in another school
**	6.	Serve as chairperson of a school system committee
**	7.	Serve as chairperson of a school-based committee
**	8.	Serve as chairperson of a planning group for academic programs
**	9.	Serve as chairperson of a school curricular committee
**	10.	Serve as chairperson of an accreditation team in one's own school
**	11.	Serve as officer of a professional organization at the local level
**	12.	Serve as chairperson on a special project committee
*	13.	Serve as an active member of an accreditation team in one's own school
*	14.	Serve as an active member of a school system committee
*	15.	Serve as an active member of a professional organization at the state/regional level

GOAL J. TO FOSTER THE DEVELOPMENT OF LEADERSHIP SKILLS FOR STUDENTS IN THE CLASSROOM THROUGH DEMONSTRATING A PERSONAL LEADERSHIP MODEL (1 professional leadership point)

**	1.	Develop and present a lesson on leadership in the classroom
**	2.	Demonstrate leadership roles in the classroom

GOAL SET CONTRACT SUMMARY

Professional Leadership and/or Initiative

Career Ladder Step 3/4 (Circle one).

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

GOAL _____ . . . . . Professional Leadership Points _____

ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
ACTIVITY	_____	Activity Star Value	_____
		Total	4

Professional Leadership and/or Initiative Total (Circle) 10/20

NOTE: An activity summary sheet for each goal must be attached before the goal set is presented to the principal for the preconference review.

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Contract's Beginning Date _____ Ending Date _____

ACTIVITY SUMMARY SHEET for CATEGORY_____GOAL_____

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

ACTIVITY _____

Describe the specific nature of the proposed activity.

How will successful completion of this activity be determined?

When will the activity be completed?

APPENDIX B

PROFESSIONAL GROWTH AND DEVELOPMENT - PROFESSIONAL LEADERSHIP AND/OR INITIATIVE GOAL SETTING PROCESS

STEP 1 - ADMINISTRATOR TRAINING

STEP 2 - ORIENTATION FOR ALL TEACHERS AND DISTRIBUTION OF MATERIALS (BUILDING PRINCIPAL)

STEP 3 - INDEPENDENTLY THE TEACHER WILL TENTATIVELY SELECT GOALS AND ACTIVITIES

STEP 4 - INDEPENDENTLY THE PRINCIPAL WILL REVIEW THE TEACHER'S PROPOSED GOAL SET

STEP 5 - THE TEACHER AND PRINCIPAL MEET AND DISCUSS THE GOAL SET. THE GOAL SET CONTRACT WILL BE SIGNED, DATED, AND APPROVED BY THE SUPERINTENDENT. (FOR PURPOSES OF THE PILOT PLEASE MAIL A COPY OF THE COMPLETED CONTRACT TO THE SITE COORDINATOR)

STEP 6 - THE TEACHER WILL CARRY OUT THE GOAL SET AND/OR DISCUSS REVISIONS AS CIRCUMSTANCES MAY DEVELOP. AN "END OF THE FIRST YEAR PROGRESS REGISTER" WILL BE COMPLETED AND DISCUSSED WITH THE PRINCIPAL. (FOR PURPOSES OF THE PILOT PLEASE MAIL A COPY OF THE COMPLETED PROGRESS REGISTER TO THE SITE COORDINATOR)

STEP 7 - THE TEACHER AND PRINCIPAL WILL MEET WHEN ALL GOALS AND ACTIVITIES ARE COMPLETED IN ORDER TO DISCUSS GOAL ATTAINMENT.

STEP 8 - THE TEACHER'S THREE MEMBER COMMITTEE* WILL MEET AND REVIEW THE PLAN AND EVALUATE THE DEGREE TO WHICH GOALS HAVE BEEN ACHIEVED.

*EACH TEACHER'S COMMITTEE SHALL BE COMPOSED OF THE FOLLOWING:

(1) THE TEACHER'S PRINCIPAL
(2) A STATE-PAID, FULL-TIME EVALUATOR
(3) A TRAINED EVALUATOR (PEER TEACHER, UNIVERSITY FACULTY MEMBER, INSTRUCTIONAL SUPERVISOR, DEPARTMENT CHAIRPERSON, OR RETIRED TEACHER)

APPENDIX C

WKU--Printing paid from state funds. KRS 57.375

NAME_____

DATE_____

END OF FIRST YEAR PROGRESS REGISTER

COMPLETE THIS FORM AFTER THE 2-YEAR GOAL SET HAS BEEN COMPLETED AND SIGNED. AT THE END OF THE FIRST YEAR DISCUSS PROJECTED ACTIVITIES IN TERMS OF COMPLETION AND PROGRESS TOWARD GOAL COMPLETION. ALL INFORMATION SHOULD COME FROM THE GOAL CONTRACT.

PROFESSIONAL GROWTH AND DEVELOPMENT

LIST EACH PROPOSED GOAL AND ACTIVITY (ACCORDING TO LETTER AND NUMBER)	INDICATE WHEN EACH ACTIVITY IS PROJECTED FOR COMPLETION AND CHECK IN THE SPACE PROVIDED AS ACTIVITIES ARE COMPLETED							
	FIRST YEAR				SECOND YEAR			
	FALL		SPRING		FALL		SPRING	
	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								

PROFESSIONAL LEADERSHIP AND/OR INITIATIVE

LIST EACH PROPOSED GOAL AND ACTIVITY (ACCORDING TO LETTER AND NUMBER)	INDICATE WHEN EACH ACTIVITY IS PROJECTED FOR COMPLETION AND CHECK IN THE SPACE PROVIDED AS ACTIVITIES ARE COMPLETED							
	FIRST YEAR				SECOND YEAR			
	FALL		SPRING		FALL		SPRING	
	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED	PROJECTED	COMPLETED
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								
GOAL ____ ACTIVITIES _____								

APPENDIX D

PROCEDURE FOR SCORING
PROGRESS ON THE GOAL SET CONTRACT

This procedure should be followed for BOTH areas, i.e., Professional Growth & Development and Professional Leadership & Initiative.

1. Compare the SCORE SHEET and the TEACHER'S GOAL SET SUMMARY FORM to ensure that the teacher and the goals listed are the correct ones for the documentation materials.

2. Under each goal listed in Task 1, each activity and the Star Value (number of stars (*)) associated with the activity should be printed on the SCORE SHEET.

TAKE ONE GOAL AT A TIME:

3. For each activity you should determine the progress that has been made on each activity, that is whether:
   (a) The activity has been satisfactorily completed, that is, in accordance with the description in the goal contract. (Progress Credit = 1)
   (b) Completion of the activity is in progress, that is, the teacher has started to work on the activity but has not completed it OR the manner in which the activity was completed was not satisfactory (based on the information in the goal contract). (Progress Credit = .5)
   (c) Work on the activity has not yet begun. (Progress Credit = 0)

Enter the Progress Credit for each activity on the score sheet.

If further documentation is needed for you to make judgments on any of the activities, this should be marked on the TEACHER'S SUMMARY FORM. This additional documentation should be made available to you at the GOAL SET REVIEW MEETING.

4. Multiply the Progress Credit for each activity by the Star Value for that activity.

5. Sum the products from Task 4 for each Goal to find the Activity Points.

6. Divide the Activity Points by 4 to find the Activity Value.

7. Enter the Goal Points (Task 1) and the Activity Value (Task 6) in the blanks provided on the score sheet for Task 7.

8. Solve the equation for Task 7. (Multiply the Goal Points X Activity Value).

   Round this figure to the nearest half point.

****
REPEAT THIS PROCEDURE (Task 3 - Task 8) FOR EVERY GOAL IN THE GOAL SET.
****

9. Sum the Points Earned (Task 8) for each goal in the goal set to determine TOTAL POINTS EARNED by the teacher during the first year.

THE INDIVIDUAL SCORING STOPS AT THIS POINT.
TASKS 10 AND 11 ARE FOR GROUP CONSENSUS SCORING ONLY

10. **Determine how many points the teacher contracted for completion the first year. This information can be obtained from the TEACHER'S GOAL SET SUMMARY FORM, which may be found with the documentation materials.**

    Enter the number of TOTAL POINTS EARNED (Task 9) and the POINTS CONTRACTED (from the Teacher's Goal Set Summary Form) for the first year in the equation for Task 10.

    Solve the equation to determine the PERCENT COMPLETED. (Note that the percent completed may be greater than 100%).

11. **Complete the GOAL SET REVIEW SCORE SHEET SUMMARY by transferring the information from Task 10 to the SCORE SHEET SUMMARY and making the general, overall evaluation.**

APPENDIX E

GROUP CONSENSUS SCORE SHEET: PROFESSIONAL GROWTH & DEVELOPMENT

TEACHER _____ DISTRICT: _____

TASK 1: GOAL ___ POINTS: ___

		Star Value		Task 3: Progress Credit		Task 4:
Task 2:	Activity ___ :	____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____

_____

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4}$ = _____ = _____ / Activity Value

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

TASK 1: GOAL ___ POINTS: ___

		Star Value		Task 3: Progress Credit		Task 4:
Task 2:	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____

_____

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4}$ = _____ = _____ / Activity Value

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

GROUP CONSENSUS SCORE SHEET: PROFESSIONAL GROWTH & DEVELOPMENT

TEACHER _____ DISTRICT: _____

Task 1: GOAL ___ POINTS: ___

		Star Value		Task 3: Progress Credit		Task 4:
Task 2:	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
	Activity ___ :	_____	X	_____	=	_____
						_____

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4}$ = _____ / 4 = _____ Activity Value

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

Task 9: Sum POINTS EARNED on all goals TOTAL POINTS EARNED = _____

Task 10: POINTS EARNED --> _____ = PERCENT COMPLETED = _____ %
POINTS CONTRACTED -->

GROUP CONSENSUS SCORE SHEET: PROFESSIONAL LEADERSHIP & INITIATIVE

TEACHER _____ DISTRICT: _____

TASK 1: GOAL ____ POINTS: ____

		Task 2: Activity	Star Value		Task 3: Progress Credit		Task 4:
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
							_____

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4}$ = _____ / 4 = _____ / Activity Value

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

TASK 1: GOAL ____ POINTS: ____

		Task 2: Activity	Star Value		Task 3: Progress Credit		Task 4:
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
		Activity ____ :	_____	X	_____	=	_____
							_____

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4}$ = _____ / 4 = _____ / Activity Value

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

GROUP CONSENSUS SCORE SHEET: PROFESSIONAL LEADERSHIP & INITIATIVE

TEACHER _____ DISTRICT: _____

Task 1: GOAL ___ POINTS: ___

		Star Value		Task 3: Progress Credit		Task 4:
Task 2:	Activity ___ :	___	X	___	=	___
	Activity ___ :	___	X	___	=	___
	Activity ___ :	___	X	___	=	___
	Activity ___ :	___	X	___	=	___

Task 5: Activity Points = _____

Task 6: $\frac{\text{Activity Points}}{4} = \frac{\quad}{4} = \frac{\quad}{\text{Activity Value}}$

Task 7: Goal Points		Activity Value		Task 8: Points Earned
_____	X	_____	=	_____

Task 9: Sum POINTS EARNED on all goals TOTAL POINTS EARNED = _____

Task 10: POINTS EARNED --> _____ = PERCENT COMPLETED = _____ %
POINTS CONTRACTED -->

GOAL SET REVIEW SCORE SHEET SUMMARY

TEACHER: _____ DISTRICT: _____

PROFESSIONAL GROWTH & DEVELOPMENT

1. Total Points Earned: _____
   (Task 9 from Consensus Score Sheet)

2. Percent Completed: _____
   (Task 10 from Consensus Score Sheet)

3. Keep in mind that the Goal Set Contract is intended to apply to a 2 year period. Considering all things, is the amount of progress this teacher has made toward completing activities for the 1st year adequate?

_____ Yes, this teacher has made adequate progress.

_____ No, this teacher has NOT made adequate progress.

PROFESSIONAL LEADERSHIP AND INITIATIVE

1. Total Points Earned: _____
   (Task 9 from Consensus Score Sheet)

2. Percent Completed: _____
   (Task 10 from Consensus Score Sheet)

3. Keep in mind that the Goal Set Contract is intended to apply to a 2 year period. Considering all things, is the amount of progress this teacher has made toward completing activities for the 1st year adequate?

_____ Yes, this teacher has made adequate progress.

_____ No, this teacher has NOT made adequate progress.

TEACHER'S GOAL SET SUMMARY FORM

TEACHER:_____

For each area, Professional Growth & Development and Leadership & Professional Initiative, list each goal (by letter), the points for each goal, the activities (by number) selected for each goal, the star value for each activity, and the projected completion date for each activity. This information may be found on the Goal Set Contract Summary and the Activity Summary Sheets. For each activity, you should indicate the STATUS of each activity, that is, the activity is COMPLETED (C), IN PROGRESS (IP), or NOT STARTED (NS).

PROFESSIONAL GROWTH AND DEVELOPMENT

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

PROFESSIONAL LEADERSHIP AND INITIATIVE

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

GOAL ____ Points:_____

NO.	STAR VALUE	PROJECTED COMPLETION DATE	STATUS
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____
Activity __:	_____	_____	_____

APPENDIX F

Goal Set Frequency Count

156 Goal A. To improve personal diagnosis and evaluation skills in order to ascertain instructional levels and needs of learners (6 professional growth points)

- 70 **** 1. Develop specific tests to determine instructional levels and/or prerequisite needs of learners
- 12 **** 2. Take coursework in measurement and/or testing
- 12 ** 3. Attend workshops/seminars in measurement and/or testing
- 74 ** 4. Utilize published diagnostic materials, such as achievement tests, to analyze individual learner needs
- 66 * 5. Read testing manuals and/or other published materials about testing
- 67 * 6. Use informal methods, such as classroom observation, to assess individual leraner needs

193 Goal B. To adapt instructional techniques to the demonstrated instructional needs of the individual student (6 professional growth points)

- 78 **** 1. Develop an individualized educational plan for specific students with differing needs
- 74 **** 2. Develop strategies for dealing with students displaying various behavioral characteristics
- 40 ** 3. Team teach a lesson for the benefit of a special group of students
- 40 ** 4. Utilize several teaching styles in the course of one lesson in order to reach students with different learning styles

166 Goal C. To increase understandings of current concepts and theories as they relate to the teacher's subject area and job assignment (4 professional growth points)

- 37 **** 1. Develop a position paper on new techniques used in the classroom
- 36 **** 2. Develop a catalog of new ideas on instructional techniques and their respective sources
- 93 *** 3. Develop lesson plans on new facets of one's subject area
- 94 * 4. Read professional literature from professional associations focusing on the teaching of specific subject areas

67 Goal D. To improve classroom management and organizational skills (4 professional growth points)

- 21 **** 1. Take advanced coursework in courses pertaining to classroom management/discipline
- 34 *** 2. Modify classroom management/discipline strategies to be consistent with current knowledge
- 14 *** 3. Incorporate management techniques into planning for classroom interactions and structure
- 9 * 4. Attend a training session on classroom management
- 35 * 5. Develop an awareness of recent literature on classroom management

16 Goal E. To increase interpersonal and communication skills (3 professional growth points)

- 5 *** 1. Gain an understanding of individual interpersonal styles of operation of students and other faculty members
- 7 ** 2. Discuss literature pertaining to interpersonal communication skills with colleagues
- 6 ** 3. Attend workshops, skill development seminars, etc. which focus upon the use of interpersonal skills
- 12 ** 4. Review books, articles, etc. which pertain to interpersonal communication skills
- 2 * 5. Develop an increased understanding of one's own personal style of teaching and interacting with others

3 Goal F. To increase understandings of different socio-economic, ethnic, and cultural groups (3 professiopnal growth points)

- 3 ** 1. Participate in a training session on minority group
- 3 ** 2. Invite guest speakers to the classroom who represent minority groups

34 Goal G. To pursue graduate degree(s) and/or receive course credit directly related to the individual teacher's assignment (3 professional growth points)

- 4 **** 1. Take content specific advanced coursework dealing with instructional techniques in the content/subject matter area
- 29 **** 2. Complete graduate level college coursework directly related to the current teaching assignment
- 1 ** 3. Coimplete short courses offered by universities of certification groups
- 0 ** 4. Complete undergraduate level college coursework directly related to the current teaching assignment

69 Goal H. To attend workshops, seminars, and/or professional development activities directly related to the individual teacher's assignment (3 professional growth points)

- 40 *** 1. Actively participate in professional development activities related to the teaching professional
- 28 ** 2. Attend professional development activities related to the teaching assignment
- 4 ** 3. Audit a class related to one's assignment
- 7 ** 4. Complete short courses offered by universities or certification groups
- 36 * 5. Participate in a training session related to the teacher's content area assignment
- 47 * 6. Attend meetings of professional organizations related to one's assignments

14 Goal I. To try new methods/approaches in the classroom and evaluate their success (2 professional growth points)

13 **** 1. Develop, implement, and evaluate a classroom instructional multi-media program

0 *** 2. Develop and implement a plan designed to evaluate the effectiveness of new methods

1 ** 3. Develop, implement and evaluate a model lesson

1 ** 4. Develop a rationale for the use of new techniques in one's instruction

1 * 5. Discuss with colleagues the results of a new method used in one's own classroom

39 Goal J. To incorporate knowledge of current educational research and development into instructional practices by using ideas from professional books, journals, and/or professional organizations (2 professional growth points)

7 **** 1. Develop a catalog of new ideas on instructional techniques and their respective sources

3 **** 2. Write a grant proposal for classroom modifications based on current professional literature

4 ** 3. Implement new instructional methodology based on new information

4 ** 4. Write and implement a model lesson plan

9 ** 5. Integrate new ideas from various sources into one's present instructional strategies

19 ** 6. Use materials from a current educational publication in developing and teaching a lesson

10 ** 7. Develop new lesson plans based on professional literature

11 ** 8. Develop lesson plans on new facets of one's teaching assignment

6 Goal K. To develop, implement, and verbalize a personal educational philosophy consistent with current knowledge (2 professional growth points)

5 **** 1. Develop a position paper on new techniques used in the classroom

1 ** 2. Develop, summarize, and discuss a professional belief/philosophy in an interview

1 * 3. Modify instructional strategies to better fit one's educational philosophy

0 * 4. Develop a written analysis of one's personal beliefs or philosophy regarding the educational process

1 * 5. Demonstrate how behavior in the classroom is consistent with stated educational philosophy

16 Goal E. To increase interpersonal and communication skills (3 professional growth points)

5 *** 1. Gain an understanding of individual interpersonal styles of operation of students and other faculty members

7 ** 2. Discuss literature pertaining to interpersonal communication skills with colleagues

6 ** 3. Attend workshops, skill development seminars, etc. which focus upon the use of interpersonal skills

12 ** 4. Review books, articles, etc. which pertain to interpersonal communication skills

2 * 5. Develop an increased understanding of one's own personal style of teaching and interacting with others

3 Goal F. To increase understandings of different socio-economic, ethnic, and cultural groups (3 professiopnal growth points)

3 ** 1. Participate in a training session on minority group

3 ** 2. Invite guest speakers to the classroom who represent minority groups

34 Goal G. To pursue graduate degree(s) and/or receive course credit directly related to the individual teacher's assignment (3 professional growth points)

4 **** 1. Take content specific advanced coursework dealing with instructional techniques in the content/subject matter area

29 **** 2. Complete graduate level college coursework directly related to the current teaching assignment

1 ** 3. Coimplete short courses offered by universities of certification groups

0 ** 4. Complete undergraduate level college coursework directly related to the current teaching assignment

69 Goal H. To attend workshops, seminars, and/or professional development activities directly related to the individual teacher's assignment (3 professional growth points)

40 *** 1. Actively participate in professional development activities related to the teaching professional

28 ** 2. Attend professional development activities related to the teaching assignment

4 ** 3. Audit a class related to one's assignment

7 ** 4. Complete short courses offered by universities or certification groups

36 * 5. Participate in a training session related to the teacher's content area assignment

47 * 6. Attend meetings of professional organizations related to one's assignments

50 Goal L. To seek and utilize community resources to enhance classroom instruction (1 professional growth point)

11 **** 1. Develop a catalog of community resources to aid in instruction

4 **** 2. Write a proposal for obtaining civic support for a special project

14 *** 3. Participate in community organizations in order to enhance instruction

23 *** 4. Use various resources and describe how they enhanced instruction

34 * 5. Invite classroom speakers for class presentations

Professional Leadership and/or Initiative

99 Goal A. To promote parent/community interest in the school (6 professional leadership points)

- 99 *** 1. Assume a leadership role in the school's parent/teacher organization
- 33 * 2. Provide community speakers for classroom experience
- 71 * 3. Participate in the parent/teacher organization

235 Goal B. To create materials or programs and share with peers and/or administrators (5 professional leadership points)

- 29 **** 1. Develop a professional multi-media presentation
- 37 **** 2. Write a model curriculum
- 73 **** 3. Develop a resource booklet of materials to be shared with colleagues
- 19 **** 4. Develop a professional videotape presentation
- 5 **** 5. Develop and present problem solving strategies with peers
- 34 **** 6. Write a grant proposal
- 7 **** 7. Conduct a research project
- 14 **** 8. Write a professional article
- 0 **** 9. Write a professional book
- 17 **** 10. Write a proposal for change in the school

53 Goal C. To conduct workshops or training sessions designed to increase knowledge and skills of others (4 professional leadership points)

- 12 **** 1. Present a workshop for another district
- 3 **** 2. Present a workshop for the State Department of Education
- 10 **** 3. Present a workshop at a state meeting
- 4 **** 4. Present a workshop at a national meeting
- 24 ** 5. Develop and conduct a workshop and/or seminar for colleagues in one's own school
- 25 ** 6. Present a workshop in one's school system

137 Goal D. To take an active role in the identification and resolution of instructional problems and other school-related problems (4 professional leadership points)

- 27 **** 1. Write a proposal for change in the school
- 25 ** 2. Share problem solving strategies with peers
- 20 ** 3. Serve as chairperson of a school problem solving committee
- 47 ** 4. Serve on a school problem solving committee
- 66 ** 5. Serve as an active member of a school-based committee
- 42 ** 6. Serve as an active member of an accrediation committee in one's own school

27 Goal E. To assist in establishing school goals and take an active role in achieving them (4 professional leadership points)

24 ** 1. Serve as an active member of a school-based committee
15 ** 2. Serve as chairperson of a committee to develop school goals
16 ** 3. Serve as an active member of a committee to develop school goals

89 Goal F. To initiate and implement activities and projects in the school (3 professional leadership points)

14 **** 1. Conduct a research project
18 **** 2. Develop a grant proposal to provide additional school programs
17 *** 3. Direct school academic teams
20 ** 4. Develop a proposal for extra school programs
51 ** 5. Coordinate a school activity
20 ** 6. Assist in directing school academic teams
4 * 7. Participate on special project committees

104 Goal G. To work cooperatively with peers, administrators, and community members in planning, and implementing curricular and extra-curricular activities (3 professional leadership points)

5 **** 1. Develop a grant project for extra school programs
13 **** 2. Develop a proposal for extra school programs
12 *** 3. Direct school academic teams
5 *** 4. Serve as chairperson of a curriculum development committee
62 ** 5. Coordinate a school activity
35 ** 6. Initiate a school activity
38 ** 7. Coordinate extra-curricular student activities
9 ** 8. Assist in directing school academic teams
6 * 9. Serve as an active member of a planning group for academic programs
7 * 10. Participate in a curriculum development committee

53 Goal H. To provide a leadership model and foster professionalism through demonstrating/modeling leadership techniques (3 professional leadership points)

33 **** 1. Write a model curriculum
3 **** 2. Present a workshop at a state meeting
7 ** 3. Assist in directing school academic teams
11 ** 4. Serve as an active member of a state committee
17 ** 5. Serve as an active member of a professional organization at the local level

92 Goal I. To effectively serve in a leadership position in the school, district, and/or professional organization (2 professional leadership points)

9 **** 1. Serve as chairperson or member of a state committee
19 **** 2. Serve as officer of a professional organization at the state/regional level
1 **** 3. Serve as chairperson of an accreditation team in another school
22 *** 4. Assume a leadership role in a professional organization
3 *** 5. Serve as an active member of an accreditation team in another school
4 ** 6. Serve as chairperson of a school system committee
24 ** 7. Serve as chairperson of a school-based committee
6 ** 8. Serve as chairperson of a planning group for academic programs
14 ** 9. Serve as chairperson of a school curricular committee
4 ** 10. Serve as chairperson of an accreditation team in one's own school
18 ** 11. Serve as officer of a professional organization at the local level
9 ** 12. Serve as chairperson on a special project committee
2 * 13. Serve as an active member of an accreditation team in one's own school
10 * 14. Serve as an active member of a school system committee
15 * 15. Serve as an active member of a professional organization at the state/region level

56 Goal J. To foster the development of leadership skills for students in the classroom through demonstrating a personal leadership model (1 professional leadership point)

56 ** 1. Develop and present a lesson on leadership in the classroom
56 ** 2. Demonstrate leadership roles in the classroom

WKU—Printing paid from state funds. KRS 57.375